

To view this meeting, the livestream link is: <https://vimeo.com/event/729428>

To make a public comment, the call in number is (US) 1-575-914-6122
The PIN is 458 399 198#

Board of Education Meeting
December 19, 2023

Council Chambers
3 Primrose St., Newtown, CT
7:00 p.m.

As citizens of our community, we will conduct ourselves in accordance with Newtown's Core Character Attributes as displayed in our character tree. We will be responsible for our actions and show respect for each other. We will interact peacefully, productively, and politely. We will be trustworthy and honest and show compassion toward others. Newtown's continued success is contingent upon our ability to persevere, to follow through with our commitments, and to stay focused on the greater good.

AGENDA

- Item 1 PLEDGE OF ALLEGIANCE
- Item 2 CONSENT AGENDA
 - Donations to Sandy Hook School
 - Correspondence Report
- Item 3 **PUBLIC PARTICIPATION
- Item 4 REPORTS
 - Chair Report
 - Superintendent's Report
 - Committee and Liaison Reports
 - Student Representatives Report
 - Action on Financial Report and Transfers Month Ending November 30, 2023
- Item 5 OLD BUSINESS
 - Discussion and Possible Action on Architectural Design 2 Curriculum
 - Second Read and Possible Action on Policy 3160 Budget Procedures and Line Item Transfers
- Item 6 NEW BUSINESS
 - First Read of Policy 1700 Possession of Deadly Firearms or Deadly Weapons
 - Action on Minutes of December 5, 2023
 - Action on Minutes of December 7, 2023
- Item 7 PUBLIC PARTICIPATION
- Item 8 ADJOURNMENT

***During the first Public Participation, the Board welcomes commentary regarding items on the agenda. After being recognized, please state your name and address for the record. We request that speakers be respectful and limit comments to not more than three minutes. The Board of Education does not discuss personnel items or student matters in public. During the second Public Participation, commentary may address the agenda or may introduce issues for the Board to consider in the future. The Board does not engage in dialogue during either public comment period. If you desire more information or answers to specific questions, please email the BOE: NewtownBOE@newtown.k12.ct.us*



**Sandy Hook School
12 Dickinson Drive
Sandy Hook, CT 06482
(203) 426-7657**

Memorandum

To: Newtown Board of Education
From: Erin Ardino
Date: 12/13/2023
Subject: Donation from SS&C

Sandy Hook School received the attached \$100 Matching Gift Program donation from SS&C Technologies.

We are asking the Board to please approve this donation. Once approved, we will deposit the check into the SHS Activity account to be spent appropriately.

If you have any questions, please contact our office.

Thank you!

SS&C Technologies - Matching Gift Program
Greater Kansas City Community Foundation
1055 Broadway Boulevard, Suite 130
Kansas City, MO 64105
855.876.9656



DATE 11/30/2023

SS&C Technologies - Matching Gift Program

PAY * One Hundred and no/100 *

DOLLARS

\$ *****100.00

Void after 180 days

TO THE
ORDER OF

Sandy Hook Elementary School
12 Dickinson Drive
Sandy Hook, CT 06482

Dobna L Wilkerson



⑈ 769404 ⑈ ⑆ 101000035⑆ 5040568293⑈



SS&C Technologies - Matching Gift Program
Greater Kansas City Community Foundation
1055 Broadway Boulevard, Suite 130
Kansas City, MO 64105
855.876.9656

This grant was provided by **SS&C Technologies - Matching Gift Program**.

You are welcome to express your appreciation directly to this fund, however it is not necessary to send a tax receipt to the donor. If you have any questions, please contact us at 855-876-9656.

Date: 11/30/2023
Grant Reference #: 27208190
Grant Amount: 100.00
Grant Recipient: Sandy Hook Elementary School
Check #: 769404

To ensure fund activity follows IRS rules, in relation to this grant, the fund donors request that every penny of this grant be used for a charitable purpose, and the donors and their related parties will not receive anything more than a coffee mug or any other incidental benefit in return. This includes tickets, tables and auction items. Providing any substantial benefit could result in significant tax penalties.

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**Sandy Hook School
12 Dickinson Drive
Sandy Hook, CT 06482
(203) 426-7657**

Memorandum

To: Newtown Board of Education
From: Erin Ardino
Date: 12/13/2023
Subject: Donation from GE

Sandy Hook School received the attached \$170 for the GE Foundation.

We are asking the Board to please approve this donation. Once approved, we will deposit the check into the SHS Activity account to be spent appropriately.

If you have any questions, please contact our office.

Thank you!

The GE Foundation
PO BOX 4355
SOUTHFIELD MI 48037-4355



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SANDY HOOK ELEMENTARY SCHOOL
12 DICKINSON DRIVE
SANDY HOOK CT 06482

Check No. 799447
11/21/2023

Dear Sandy Hook Elementary School,

We are pleased to inform you that The GE Foundation approved a contribution in the amount of \$170.00 to your organization as part of our Matching Gifts - U.S. program. To view the donor(s) that selected your organization to receive this charitable contribution, please use the URL below:

<http://www.cybergrants.com/ge/npa>

Access Code: 1525W5F6NLV6Y3X745QZ

The GE Foundation is proud to support the community outreach and contributions of our employees who exemplify our corporate purpose and values.

If you have any questions regarding the payment, please email gesupport@cybergrants.com and reference the below Payment ID in your correspondence.

Sincerely,
The GE Foundation

Payment ID: 94098299
Request ID: 91122155

WARNING: THIS DOCUMENT CONTAINS SEVERAL DOCUMENT SECURITY FEATURES



The GE Foundation
PO BOX 4355
SOUTHFIELD MI 48037-4355

STATE STREET BANK
NOT VALID AFTER 180 DAYS

CHECK NO. 799447

DATE OF CHECK
11/21/23

ONE HUNDRED SEVENTY AND 00/100 DOLLARS
PAY TO THE ORDER OF Sandy Hook Elementary School
12 Dickinson Drive
Sandy Hook CT 06482

CHECK AMOUNT
\$170.00

Security Features
Details on back

Kate Buff
Authorized Signature

DO NOT CASH IF THE WORD VOID IS VISIBLE • SEE REVERSE SIDE FOR LIST OF SECURITY FEATURES

⑈0000799447⑈ ⑆011302836⑆ 88130034⑈

**NEWTOWN BOARD OF EDUCATION
MONTHLY FINANCIAL REPORT
NOVEMBER 30, 2023**

SUMMARY

The fifth financial report for the year continues to provide year to date expenditures, encumbrances and information for anticipated obligations. Many of the accounts within our major objects have been forecasted as “full budget spend” in order to more accurately project an estimated year-end balance. These balances are monitored closely and adjusted each month in order to capture any changes and fluctuations that occur throughout the year.

During the month of November, the district spent approximately \$6.4M for all operations. About \$4.5M was spent on salaries with the remaining balance of \$1.9M spent on all other objects. All expenditures appear to be within normal limits at this time.

A slight change to the year-end projected balance has resulted in a decrease of -\$12,645 and now shows a total projected balance of \$541,268.

Once again, this balance is driven by the difficulty we are experiencing in filling our open para-educator positions. We are also seeing small surpluses emerge from our supply accounts, specifically electric, propane and fuel for our buses.

This report also includes a transfer request in the amount of \$140,156.

- \$51,394 from certified salaries to certified and non-certified special education salaries (*all within object 100*).
 - Realignments in certified salaries, adjusting for turnover, teachers on leave and degree changes.
 - To provide funds for ESY salaries for behavior techs.
 - To cover contractual salary adjustments for our BCBA’s
- \$87,367 from certified salaries to contracted services (*from object 100 to 500*).
 - To provide funding required for our behavior tech contracted services.
- \$1,395 from other professional educational svc & instructional supplies to equipment (*from objects 300 & 600 to 700*).
 - This was a school level request in order to provide funding for gym equipment at the Middle School.

Excess Cost Grant Update

The Excess Cost Grant has now been calculated and submitted to the state for review. This grant provides a portion of funding for high cost learning facilities where our special education students have been outplaced based on their IEP. Historically, the state has reimbursed us between 70%-80% of the costs that exceed 4.5 x \$20,728, totaling \$93,276 (*this number increases each year; this year*

it is estimated to increase by 3.46% over the prior year). Last year, the state implemented a new formula, basing the reimbursement rate on the town's wealth calculation. The new formula will provide Newtown with a 70% reimbursement rate for costs that are above the threshold of \$93,276*.

When we compare the 2023-24 revenue budget, we have to keep in mind that this budget was created over a year ago and since that time, we have experienced a variety of changes subsequent to the original estimates; therefore, it's typical to see a variance between our budget and the estimate.

Despite the myriad of changes; such as, tuition costs, services, students coming back into the district or going out, our estimated grant revenue for out-of-district costs is showing a decrease of -\$80,863. However, for the first time in many years, we were eligible to receive grant revenue for some of our in-district students. This was unanticipated, hence the zero budget. The additional revenue equates to \$73,474 which leaves us with a net difference to the budget of -\$7,389 (see summary below).

	Estimated Revenue		23-24 Budget	Difference
Total tuition and transportation costs	\$5,176,032		\$5,255,386	-\$79,354
Total basic contribution (threshold*)	\$2,673,912		\$2,637,741	-\$36,171
Total eligible costs	\$2,502,120		\$2,617,645	-\$115,525
Total State reimbursement @ %	x .70		x .70	x .70
Total Out of District	\$1,751,486	**	\$1,832,349	-\$80,863
Additional Revenue for Local				
Transportation	\$22,749		\$0	\$22,749
Special Education Service Salaries	\$50,725		\$0	\$50,725
Estimated Excess Cost Grant	\$1,824,960		\$1,832,349	-\$7,389

**small rounding differences may occur

In January, the state will reconcile our information and provide their estimate. Barring any discrepancies, we will receive 75% of the above estimated revenue sometime in February and the remaining 25% will be deposited in May.

SALARIES

Our salary object continues to show a positive position, currently at \$372,303 which is a reduction of -\$69,206 over the prior month. The majority of this change comes from the certified accounts as some of the turnover surplus was used to cover additional costs in contracted services.

- **Certified Salaries** – a small surplus remains in this account as we have projections in place for two open positions that we have not yet filled as well as two positions that will become open in January.
- **Non-Certified Salaries** – the majority of our overall balance continues to be driven by the surplus found in our paraprofessional salaries. Over the past few years, we have been unable to fill these open positions and this year is proving to be similar. Currently, we have 20 SPED and 4 classroom positions open. We have been reviewing recruitment strategies and will continue to do so while keeping the board apprised of any changes.

We are now experiencing a small surplus in special education service salaries where this balance has increased by \$94,900 over the prior month. If you recall, last month we requested a budget transfer from our salary allowance line to cover the contractual changes with our behavior techs. In addition to this transfer, we are anticipating (*for the first time in many years*) excess cost grant revenue in the amount of \$50,725 for our local special education students.

EMPLOYEE BENEFITS

Our costs for long-term disability, life insurance (includes AD&D) and pension are all running on target. However, as new employees come on, our costs for pension are likely to increase. New employees are only eligible for our 401(a)-pension plan which makes this account somewhat difficult to predict. We will keep this account under close watch and inform the board if budget adjustments are needed.

PROFESSIONAL SERVICES

These services include attorney fees and psychological testing for students, just to name a few. As of now, the trajectory for professional services appear to be on track with the budget as long as we do not incur any “out of the ordinary” legal fees. Also included in this object are the costs for staff development and training. At this time, we anticipate to fully expend our budget for staff development & training.

PURCHASED PROPERTY

We are beginning to see a small balance emerge from our water and sewer accounts as we now have enough data to begin our account analysis. This account can be somewhat difficult to predict as the cost for irrigation (which can be very large) will fluctuate depending on the amount of rain we have. Also included in this object are accounts related to building & grounds repairs. To date, we have expended 40% of our budget which is good news; however, expenditures that hit these accounts are contingent upon the emergencies that arise. To date, we have only spent a mere \$3,880 in emergency repairs whereas the balance of expenditures was for routine repairs at the schools.

OTHER PURCHASED SERVICES

The overall position of this object displays a negative balance of -\$59,550 with the majority of this deficit coming from special education out-of-district tuition.

- **Contracted Services** – continues to show a small positive balance; however, this account remains under close watch as it contains expenditures for our behavior tech contracted service. If you recall from last year, the district required an exorbitant amount of additional funding in order to provide our students with behavior techs. These services are mandatory as outlined in the students’ I.E.P. Included in this month’s report is a transfer request in the amount of \$87,367 to cover the deficit that was beginning to emerge in this account. (*included in projection*). Going forward, we will use our IDEA grant revenue which will

cover up to \$59,000 in additional costs. As of now, the district is looking to fill three open BT positions. We will keep a close watch on this account and inform the board if additional funding is required.

- **Transportation** – we are now anticipating a small deficit which is a result of having to add an aide for one of our local SPED buses. All other transportation accounts are currently within budgetary limits.
- **Out-of-District Tuition** – this account now shows a negative balance of -\$37,551. We have applied the updated excess cost grant revenue to this account and adjusted all anticipated expenditures. We are hopeful that our anticipated costs will not exceed our projections and we will keep the board apprised of any changes that occur.

SUPPLIES

This object continues to show a positive balance as we now have enough data to analyze our full-year forecast. The balance in our electricity account stems from the credits we are experiencing in our virtual net metering solar program. Last year this program provided a windfall surplus; however, now that we have a couple of years' worth of data, we believe that our budget will align more accurately with the actual credits.

ALL OTHER OBJECTS

Our account-by-account analysis will continue throughout the year and we will keep the board apprised of any issues or concerns as they arise.

Tanja Vadas
Director of Business
December 14, 2023

**NEWTOWN BOARD OF EDUCATION
2023-24 BUDGET SUMMARY REPORT
FOR THE MONTH ENDING NOVEMBER 30, 2023**

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2022 - 2023	2023- 2024 APPROVED BUDGET	YTD TRANSFERS 2023- 2024	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	% EXP
<u>GENERAL FUND BUDGET</u>											
100	SALARIES	\$ 53,196,025	\$ 55,194,736	\$ 170,000	\$ 55,364,736	\$ 16,181,783	\$ 37,280,171	\$ 1,902,783	\$ 1,530,480	\$ 372,303	99.33%
200	EMPLOYEE BENEFITS	\$ 11,895,625	\$ 12,775,678	\$ 21,500	\$ 12,797,178	\$ 6,371,566	\$ 4,913,765	\$ 1,511,846	\$ 1,511,831	\$ 16	100.00%
300	PROFESSIONAL SERVICES	\$ 606,860	\$ 597,698	\$ -	\$ 597,698	\$ 217,439	\$ 32,103	\$ 348,156	\$ 348,156	\$ -	100.00%
400	PURCHASED PROPERTY SERV.	\$ 1,771,351	\$ 1,807,982	\$ -	\$ 1,807,982	\$ 761,473	\$ 369,837	\$ 676,672	\$ 661,672	\$ 15,000	99.17%
500	OTHER PURCHASED SERVICES	\$ 10,671,028	\$ 10,779,567	\$ (10,000)	\$ 10,769,567	\$ 4,481,624	\$ 6,331,931	\$ (43,988)	\$ 15,562	\$ (59,550)	100.55%
600	SUPPLIES	\$ 3,195,338	\$ 3,177,330	\$ -	\$ 3,177,330	\$ 1,071,661	\$ 119,290	\$ 1,986,379	\$ 1,872,879	\$ 113,500	96.43%
700	PROPERTY	\$ 540,847	\$ 560,749	\$ (181,500)	\$ 379,249	\$ 121,663	\$ 10,169	\$ 247,417	\$ 247,417	\$ -	100.00%
800	MISCELLANEOUS	\$ 75,483	\$ 75,911	\$ -	\$ 75,911	\$ 63,414	\$ 4,852	\$ 7,645	\$ 7,645	\$ -	100.00%
910	SPECIAL ED CONTINGENCY	\$ -	\$ 100,000	\$ -	\$ 100,000	\$ -	\$ -	\$ 100,000	\$ -	\$ 100,000	0.00%
TOTAL GENERAL FUND BUDGET		\$ 81,952,557	\$ 85,069,651	\$ -	\$ 85,069,651	\$ 29,270,623	\$ 49,062,118	\$ 6,736,910	\$ 6,195,641	\$ 541,268	99.36%
900	TRANSFER NON-LAPSING (unaudited)	\$ 182,082									
		<i>this amount has been recommended for transfer into the BoE's Non-Lapsing Fund</i>									
GRAND TOTAL		\$ 82,134,639	\$ 85,069,651	\$ -	\$ 85,069,651	\$ 29,270,623	\$ 49,062,118	\$ 6,736,910	\$ 6,195,641	\$ 541,268	99.36%

**NEWTOWN BOARD OF EDUCATION
2023-24 BUDGET SUMMARY REPORT
FOR THE MONTH ENDING NOVEMBER 30, 2023**

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2022 - 2023	2023- 2024 APPROVED BUDGET	YTD TRANSFERS 2023- 2024	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	% EXP
100	SALARIES										
	Administrative Salaries	\$ 4,208,912	\$ 4,253,224	\$ 84,655	\$ 4,337,879	\$ 1,574,003	\$ 2,760,927	\$ 2,949	\$ 4,415	\$ (1,466)	100.03%
	Teachers & Specialists Salaries	\$ 33,987,089	\$ 35,332,530	\$ (79,710)	\$ 35,252,820	\$ 9,601,302	\$ 25,505,260	\$ 146,258	\$ 103,822	\$ 42,435	99.88%
	Early Retirement	\$ 89,000	\$ 13,000	\$ -	\$ 13,000	\$ 13,000	\$ -	\$ -	\$ -	\$ -	100.00%
	Continuing Ed./Summer School	\$ 100,943	\$ 112,606	\$ 1,583	\$ 114,189	\$ 78,875	\$ 33,446	\$ 1,868	\$ 1,868	\$ -	100.00%
	Homebound & Tutors Salaries	\$ 184,211	\$ 198,460	\$ -	\$ 198,460	\$ 42,411	\$ 72,125	\$ 83,924	\$ 83,464	\$ 460	99.77%
	Certified Substitutes	\$ 787,241	\$ 760,023	\$ -	\$ 760,023	\$ 229,562	\$ 250,090	\$ 280,371	\$ 280,171	\$ 200	99.97%
	Coaching/Activities	\$ 719,019	\$ 688,567	\$ -	\$ 688,567	\$ 223,057	\$ 4,036	\$ 461,475	\$ 461,513	\$ (38)	100.01%
	Staff & Program Development	\$ 128,011	\$ 130,250	\$ -	\$ 130,250	\$ 22,178	\$ 28,984	\$ 79,088	\$ 79,088	\$ -	100.00%
	CERTIFIED SALARIES	\$ 40,204,427	\$ 41,488,660	\$ 6,528	\$ 41,495,188	\$ 11,784,388	\$ 28,654,868	\$ 1,055,933	\$ 1,014,341	\$ 41,591	99.90%
	Supervisors & Technology Salaries	\$ 1,000,730	\$ 1,020,284	\$ 27,057	\$ 1,047,341	\$ 368,437	\$ 616,529	\$ 62,375	\$ 60,397	\$ 1,978	99.81%
	Clerical & Secretarial Salaries	\$ 2,326,236	\$ 2,420,059	\$ 53,116	\$ 2,473,175	\$ 855,173	\$ 1,594,781	\$ 23,221	\$ 24,000	\$ (779)	100.03%
	Educational Assistants	\$ 2,885,257	\$ 3,023,349	\$ -	\$ 3,023,349	\$ 751,749	\$ 1,863,748	\$ 407,851	\$ 118,000	\$ 289,851	90.41%
	Nurses & Medical Advisors	\$ 892,743	\$ 957,221	\$ -	\$ 957,221	\$ 252,726	\$ 671,740	\$ 32,755	\$ 26,195	\$ 6,560	99.31%
	Custodial & Maint. Salaries	\$ 3,249,642	\$ 3,391,717	\$ 72,039	\$ 3,463,756	\$ 1,262,875	\$ 2,106,325	\$ 94,556	\$ 88,341	\$ 6,215	99.82%
	Non-Certied Adj & Bus Drivers Salaries	\$ -	\$ 191,783	\$ (191,783)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	#DIV/0!
	Career/Job Salaries	\$ 158,051	\$ 180,335	\$ 1,714	\$ 182,049	\$ 56,743	\$ 124,634	\$ 672	\$ 291	\$ 381	99.79%
	Special Education Svcs Salaries	\$ 1,378,049	\$ 1,437,033	\$ 191,329	\$ 1,628,362	\$ 515,604	\$ 1,151,919	\$ (39,161)	\$ (56,367)	\$ 17,206	98.94%
	Security Salaries & Attendance	\$ 652,247	\$ 700,574	\$ -	\$ 700,574	\$ 207,612	\$ 480,294	\$ 12,668	\$ 3,624	\$ 9,044	98.71%
	Extra Work - Non-Cert.	\$ 123,294	\$ 115,721	\$ 10,000	\$ 125,721	\$ 56,253	\$ 15,333	\$ 54,135	\$ 53,880	\$ 255	99.80%
	Custodial & Maint. Overtime	\$ 290,185	\$ 236,000	\$ -	\$ 236,000	\$ 63,790	\$ -	\$ 172,210	\$ 172,210	\$ -	100.00%
	Civic Activities/Park & Rec.	\$ 35,166	\$ 32,000	\$ -	\$ 32,000	\$ 6,432	\$ -	\$ 25,568	\$ 25,568	\$ -	100.00%
	NON-CERTIFIED SALARIES	\$ 12,991,598	\$ 13,706,076	\$ 163,472	\$ 13,869,548	\$ 4,397,395	\$ 8,625,303	\$ 846,850	\$ 516,139	\$ 330,711	97.62%
	SUBTOTAL SALARIES	\$ 53,196,025	\$ 55,194,736	\$ 170,000	\$ 55,364,736	\$ 16,181,783	\$ 37,280,171	\$ 1,902,783	\$ 1,530,480	\$ 372,303	99.33%
200	EMPLOYEE BENEFITS										
	Medical & Dental Expenses	\$ 8,772,698	\$ 9,556,747	\$ -	\$ 9,556,747	\$ 4,823,403	\$ 4,710,964	\$ 22,380	\$ 22,380	\$ -	100.00%
	Life Insurance	\$ 89,281	\$ 88,000	\$ -	\$ 88,000	\$ 36,451	\$ -	\$ 51,549	\$ 51,549	\$ -	100.00%
	FICA & Medicare	\$ 1,651,662	\$ 1,702,277	\$ -	\$ 1,702,277	\$ 548,787	\$ -	\$ 1,153,490	\$ 1,153,490	\$ -	100.00%
	Pensions	\$ 905,790	\$ 931,687	\$ 21,500	\$ 953,187	\$ 743,901	\$ 6,125	\$ 203,161	\$ 203,161	\$ -	100.00%
	Unemployment & Employee Assist.	\$ 52,413	\$ 81,600	\$ -	\$ 81,600	\$ 350	\$ -	\$ 81,250	\$ 81,250	\$ -	100.00%
	Workers Compensation	\$ 423,781	\$ 415,367	\$ -	\$ 415,367	\$ 218,675	\$ 196,676	\$ 16	\$ -	\$ 16	100.00%
	SUBTOTAL EMPLOYEE BENEFITS	\$ 11,895,625	\$ 12,775,678	\$ 21,500	\$ 12,797,178	\$ 6,371,566	\$ 4,913,765	\$ 1,511,846	\$ 1,511,831	\$ 16	100.00%

**NEWTOWN BOARD OF EDUCATION
2023-24 BUDGET SUMMARY REPORT
FOR THE MONTH ENDING NOVEMBER 30, 2023**

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2022 - 2023	2023- 2024 APPROVED BUDGET	YTD TRANSFERS 2023- 2024	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	% EXP
300	PROFESSIONAL SERVICES										
	Professional Services	\$ 497,713	\$ 436,643	\$ -	\$ 436,643	\$ 155,708	\$ 20,202	\$ 260,733	\$ 260,733	\$ -	100.00%
	Professional Educational Serv.	\$ 109,147	\$ 161,055	\$ -	\$ 161,055	\$ 61,731	\$ 11,901	\$ 87,423	\$ 87,423	\$ -	100.00%
	SUBTOTAL PROFESSIONAL SERV.	\$ 606,860	\$ 597,698	\$ -	\$ 597,698	\$ 217,439	\$ 32,103	\$ 348,156	\$ 348,156	\$ -	100.00%
400	PURCHASED PROPERTY SERV.										
	Buildings & Grounds Contracted Svc.	\$ 691,835	\$ 691,550	\$ -	\$ 691,550	\$ 396,072	\$ 196,648	\$ 98,830	\$ 98,830	\$ -	100.00%
	Utility Services - Water & Sewer	\$ 122,590	\$ 135,620	\$ -	\$ 135,620	\$ 32,648	\$ -	\$ 102,972	\$ 87,972	\$ 15,000	88.94%
	Building, Site & Emergency Repairs	\$ 507,151	\$ 475,000	\$ -	\$ 475,000	\$ 157,117	\$ 34,340	\$ 283,543	\$ 283,543	\$ -	100.00%
	Equipment Repairs	\$ 218,088	\$ 249,170	\$ -	\$ 249,170	\$ 68,981	\$ 45,397	\$ 134,792	\$ 134,792	\$ -	100.00%
	Rentals - Building & Equipment	\$ 231,687	\$ 256,642	\$ -	\$ 256,642	\$ 106,655	\$ 93,451	\$ 56,536	\$ 56,536	\$ -	100.00%
	Building & Site Improvements	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	SUBTOTAL PUR. PROPERTY SERV.	\$ 1,771,351	\$ 1,807,982	\$ -	\$ 1,807,982	\$ 761,473	\$ 369,837	\$ 676,672	\$ 661,672	\$ 15,000	99.17%
500	OTHER PURCHASED SERVICES										
	Contracted Services	\$ 1,299,344	\$ 904,744	\$ (10,000)	\$ 894,744	\$ 665,979	\$ 135,899	\$ 92,866	\$ 89,866	\$ 3,000	99.66%
	Transportation Services	\$ 4,596,980	\$ 4,907,573	\$ -	\$ 4,907,573	\$ 1,604,236	\$ 2,510,290	\$ 793,048	\$ 818,048	\$ (25,000)	100.51%
	Insurance - Property & Liability	\$ 443,316	\$ 446,219	\$ -	\$ 446,219	\$ 234,819	\$ 174,569	\$ 36,831	\$ 36,831	\$ -	100.00%
	Communications	\$ 179,879	\$ 174,170	\$ -	\$ 174,170	\$ 93,360	\$ 82,501	\$ (1,692)	\$ (1,692)	\$ -	100.00%
	Printing Services	\$ 25,262	\$ 22,966	\$ -	\$ 22,966	\$ 6,063	\$ 1,260	\$ 15,643	\$ 15,643	\$ -	100.00%
	Tuition - Out of District	\$ 3,883,847	\$ 4,072,363	\$ -	\$ 4,072,363	\$ 1,810,296	\$ 3,392,530	\$ (1,130,464)	\$ (1,092,913)	\$ (37,551)	100.92%
	Student Travel & Staff Mileage	\$ 242,400	\$ 251,532	\$ -	\$ 251,532	\$ 66,871	\$ 34,882	\$ 149,779	\$ 149,779	\$ -	100.00%
	SUBTOTAL OTHER PURCHASED SERV.	\$ 10,671,028	\$ 10,779,567	\$ (10,000)	\$ 10,769,567	\$ 4,481,624	\$ 6,331,931	\$ (43,988)	\$ 15,562	\$ (59,550)	100.55%
600	SUPPLIES										
	Instructional & Library Supplies	\$ 944,749	\$ 792,074	\$ -	\$ 792,074	\$ 408,968	\$ 82,237	\$ 300,869	\$ 300,869	\$ -	100.00%
	Software, Medical & Office Supplies	\$ 221,527	\$ 198,452	\$ -	\$ 198,452	\$ 93,495	\$ 12,770	\$ 92,186	\$ 92,186	\$ -	100.00%
	Plant Supplies	\$ 398,008	\$ 365,600	\$ -	\$ 365,600	\$ 141,536	\$ 22,007	\$ 202,057	\$ 202,057	\$ -	100.00%
	Electric	\$ 303,101	\$ 950,982	\$ -	\$ 950,982	\$ 248,053	\$ -	\$ 702,929	\$ 607,429	\$ 95,500	89.96%
	Propane & Natural Gas	\$ 472,827	\$ 469,981	\$ -	\$ 469,981	\$ 73,886	\$ -	\$ 396,095	\$ 393,095	\$ 3,000	99.36%
	Fuel Oil	\$ 93,031	\$ 94,098	\$ -	\$ 94,098	\$ 8,250	\$ -	\$ 85,848	\$ 85,848	\$ -	100.00%
	Fuel for Vehicles & Equip.	\$ 130,729	\$ 238,356	\$ -	\$ 238,356	\$ 62,964	\$ -	\$ 175,392	\$ 160,392	\$ 15,000	93.71%
	Textbooks	\$ 631,365	\$ 67,787	\$ -	\$ 67,787	\$ 34,508	\$ 2,275	\$ 31,003	\$ 31,003	\$ -	100.00%
	SUBTOTAL SUPPLIES	\$ 3,195,338	\$ 3,177,330	\$ -	\$ 3,177,330	\$ 1,071,661	\$ 119,290	\$ 1,986,379	\$ 1,872,879	\$ 113,500	96.43%

**NEWTOWN BOARD OF EDUCATION
2023-24 BUDGET SUMMARY REPORT
FOR THE MONTH ENDING NOVEMBER 30, 2023**

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2022 - 2023	2023- 2024 APPROVED BUDGET	YTD TRANSFERS 2023- 2024	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	% EXP
700	PROPERTY										
	Technology Equipment	\$ 355,440	\$ 422,996	\$ (181,500)	\$ 241,496	\$ 115,029	\$ -	\$ 126,467	\$ 126,467	\$ -	100.00%
	Other Equipment	\$ 185,407	\$ 137,753	\$ -	\$ 137,753	\$ 6,634	\$ 10,169	\$ 120,949	\$ 120,949	\$ -	100.00%
	SUBTOTAL PROPERTY	\$ 540,847	\$ 560,749	\$ (181,500)	\$ 379,249	\$ 121,663	\$ 10,169	\$ 247,417	\$ 247,417	\$ -	100.00%
800	MISCELLANEOUS										
	Memberships	\$ 75,483	\$ 75,911	\$ -	\$ 75,911	\$ 63,414	\$ 4,852	\$ 7,645	\$ 7,645	\$ -	100.00%
	SUBTOTAL MISCELLANEOUS	\$ 75,483	\$ 75,911	\$ -	\$ 75,911	\$ 63,414	\$ 4,852	\$ 7,645	\$ 7,645	\$ -	100.00%
910	SPECIAL ED CONTINGENCY	\$ -	\$ 100,000	\$ -	\$ 100,000	\$ -	\$ -	\$ 100,000	\$ -	\$ 100,000	0.00%
	TOTAL LOCAL BUDGET	\$ 81,952,557	\$ 85,069,651	\$ -	\$ 85,069,651	\$ 29,270,623	\$ 49,062,118	\$ 6,736,910	\$ 6,195,641	\$ 541,268	99.36%
900	Transfer to Non-Lapsing										
	GRAND TOTAL	\$ 81,952,557	\$ 85,069,651	\$ -	\$ 85,069,651	\$ 29,270,623	\$ 49,062,118	\$ 6,736,910	\$ 6,195,641	\$ 541,268	99.36%

SPECIAL REVENUES

EXCESS COST GRANT REVENUE	EXPENDED 2022-2023	APPROVED BUDGET	SUBMITTED 1-Dec	STATE PROJECTED 1-Mar	ESTIMATED Total	VARIANCE to Budget	FEB DEPOSIT	MAY DEPOSIT	% TO BUDGET
51266 Special Education Svcs Salaries ECG	\$ (7,750)	\$ -	\$ (50,725)		\$ (50,725)	\$ 50,725			#DIV/0!
54116 Transportation Services - ECG	\$ (489,642)	\$ (408,408)	\$ (395,314)		\$ (395,314)	\$ (13,094)			96.79%
54160 Tuition - Out of District ECG	\$ (1,373,396)	\$ (1,423,941)	\$ (1,378,921)		\$ (1,378,921)	\$ (45,020)			96.84%
Total	\$ (1,870,788)	\$ (1,832,349)	\$ (1,824,960)	\$ -	\$ (1,824,960)	\$ (7,389)	\$ -	\$ -	99.60%
							*75% of Jan Proj		

SDE MAGNET TRANSPORTATION GRANT	\$ (13,000)	\$ (15,600)			\$ (15,600)	\$ -			100.00%
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OTHER REVENUES

BOARD OF EDUCATION FEES & CHARGES - SERVICES

	APPROVED BUDGET	ANTICIPATED	RECEIVED	BALANCE	% RECEIVED
LOCAL TUITION	\$37,620	\$37,620	\$15,884	\$21,737	42.22%
HIGH SCHOOL FEES FOR PARKING PERMITS	\$30,000	\$30,000		\$30,000	0.00%
MISCELLANEOUS FEES	\$6,000	\$6,000	\$4,141	\$1,859	69.01%
TOTAL SCHOOL GENERATED FEES	\$73,620		\$20,024	\$53,596	27.20%

OTHER GRANTS

	TOTAL BUDGET	21-22 EXPENSED	22-23 EXPENSED	ENCUMBER	BALANCE	% EXPENSED
214 ESSER II - 9/30/2023	\$625,532	\$573,735	\$48,297	\$3,500	\$0	100.00%
218 ESSER III (estimated \$809k for 21-22 use) 9/30/2024	\$1,253,726	\$709,840	\$522,882		\$21,004	98.32%

**2023 - 2024
 NEWTOWN BOARD OF EDUCATION
 DETAIL OF TRANSFERS RECOMMENDED
 NOVEMBER 30, 2023**

		FROM					TO		
OBJECT CODE	AMOUNT				OBJECT CODE	AMOUNT			
100	\$35,509	TEACHERS & SPECIALISTS SALARIES			100	\$35,509	TEACHERS & SPECIALISTS SALARIES		
		\$18,377 00160020000-51121 H.S. - MATH	TEACHERS				\$350 001300260000-51121 M.G. - READING	TEACHERS	
		\$17,132 001750610000-51123 SP ED - PREK-8 SP ED	TEACHERS				\$531 001300380000-51121 M.G. - CLASSROOM	TEACHERS	
							\$4,458 001600240000-51121 H.S. - P.E.	TEACHERS	
							\$413 001600280000-51121 H.S. - SCIENCE	TEACHERS	
							\$111 001600300000-51121 H.S. - SOC STUDIES	TEACHERS	
							\$4,995 001600390000-51121 H.S. - TAP	TEACHERS	
							\$22,151 001750790000-51121 SP ED - SUMMER PROGRAM	TEACHERS	
							\$2,500 001800800000-51131 DISTRICT - CURRICULUM	SPECIALISTS	
100	\$10,000	TEACHERS & SPECIALISTS SALARIES			100	\$10,000	SPECIAL EDUCATION SVCS SALARIES		
		\$10,000 001100260000-51121 HAW. - READING	TEACHERS				\$10,000 001750790000-51266 SP ED - SUMMER PROGRAMS	BEHAVIORAL THERAPISTS	
100	\$2,049	TEACHERS & SPECIALISTS SALARIES			100	\$5,885	SPECIAL EDUCATION SVCS SALARIES		
		\$2,049 001100260000-51121 HAW. - READING	TEACHERS				\$5,885 001750610000-51263 SP ED - PREK-8 SP ED	BEHAVIORAL ANALYSTS	
100	\$3,836	SPECIAL EDUCATION SVCS SALARIES							
		\$3,836 001750510000-51263 SP ED - SP ED SERV	OCCUPATIONAL/PHYSICAL THERAPISTS						
100	\$87,367	TEACHERS & SPECIALISTS SALARIES			500	\$87,367	CONTRACTED SERVICES		
		\$1,551 001100260000-51121 HAW. - READING	TEACHERS				\$89,416 001750610000-54000 SP ED - PREK-8 SP ED	CONTRACTED SERVICES	
		\$2,000 001200220000-51121 S.H. - MUSIC	TEACHERS						
		\$3,011 001300120000-51121 M.G. - WORLD LANG	TEACHERS						
		\$602 001400120000-51121 HOM. - WORLD LANG	TEACHERS						
		\$1,019 001400220000-51121 HOM. - MUSIC	TEACHERS						
		\$2,310 001450380000-51121 RIS. - CLASSROOM	TEACHERS						
		\$13,626 001500200000-51121 M.S. - MATH	TEACHERS						
		\$1,643 001500300000-51121 M.S. - SOC STUDIES	TEACHERS						
		\$13,360 001600120000-51121 H.S. - WORLD LANG	TEACHERS						
		\$15,771 001600140000-51121 H.S. - HEALTH ED	TEACHERS						
		\$160 001600200000-51121 H.S. - MATH	TEACHERS						
		\$12,944 001750610000-51121 SP ED - PREK-8 SP ED	TEACHERS						
		\$11,450 001750630000-51121 SP ED - H.S. SP ED	TEACHERS						
		\$7,920 001760560000-51133 PUPIL SERV - PSYCH	SPECIALISTS - ELEM						
300	\$275	PROFESSIONAL EDUCATIONAL SERV.			700	\$1,395	OTHER EQUIPMENT		
		\$275 001500240000-53100 M.S. - P.E.	STAFF TRAINING				\$1,395 001500240000-53100 M.S. - P.E.	EQUIPMENT/PROPERTY	
600	\$1,120	INSTRUCTIONAL SUPPLIES							
		\$1,120 001500240000-55100 M.S. - P.E.	INSTRUCTIONAL SUPPLIES						
	\$140,156	TOTAL TRANSFER REQUEST				\$140,156	TOTAL TRANSFER REQUEST		

2023 - 2024
NEWTOWN BOARD OF EDUCATION
TRANSFERS RECOMMENDED
NOVEMBER 30, 2023

AMOUNT	FROM		TO		REASON
	CODE	DESCRIPTION	CODE	DESCRIPTION	
ADMINISTRATIVE					
\$35,509	100	TEACHERS & SPECIALISTS SALARIES	100	TEACHERS & SPECIALISTS SALARIES	TO ADJUST CERTIFIED SALARY BUDGETS FOR STAFF TURNOVER, LEAVES AND DEGREE CHANGES
\$10,000	100	TEACHERS & SPECIALISTS SALARIES	100	SPECIAL EDUCATION SVCS SALARIES	TO PROVIDE FUNDS FOR BEHAVIORAL THERAPISTS FOR ESY
\$2,049	100	TEACHERS & SPECIALISTS SALARIES	100	SPECIAL EDUCATION SVCS SALARIES	TO COVER SALARIES FOR BEHAVIORAL ANALYSTS
\$3,836	100	SPECIAL EDUCATION SVCS SALARIES			
\$5,885					
\$87,367	100	TEACHERS & SPECIALISTS SALARIES	500	CONTRACTED SERVICES	TO PROVIDE FUNDS FOR BEHAVIORAL THERAPISTS CONTRACTED SERVICES
\$275	300	PROFESSIONAL EDUCATIONAL SERV.	700	OTHER EQUIPMENT	FOR THE MIDDLE SCHOOL TO PURCHASE A LIFEFITNESS UPRIGHT BIKE
\$1,120	600	INSTRUCTIONAL SUPPLIES			
\$1,395					
\$140,156	TOTAL TRASNFER REQUEST				



Architectural Design 2

3 Curriculum Developers | Last Updated: Monday, Nov 20, 2023 by Holst-Grubbe, Erik

Unit Calendar by Year

Unit	Lessons																																					
	Au	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Ju																											
Draft Construction Math and...	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
0	[Bar chart showing lessons for Draft Construction Math and...]																																					
Planning	[Bar chart showing lessons for Planning]																																					
Construction	[Bar chart showing lessons for Construction]																																					
Architectural Practices & Caree...	[Bar chart showing lessons for Architectural Practices & Caree...]																																					

4 Units found



Unit Plan

Construction Math and Application

Newtown High School / High School / F&AA: Technology

⤴ Week 1 - Week 3 | 3 Curriculum Developers

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

Students will be able to apply calculations that all architects and workers in related fields utilize during the planning and building process. This unit will happen the first two weeks of the course and will be used as warm up activities as the students engage in the planning unit.

Conceptual Lens/Concepts

Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.

Concepts -

Measurement, Calculations, Structure, Construction, Architecture, Area, Volume, Fractions, Dimensions, Scaling, Estimation

Generalizations

Critical conceptual relationships that students are expected to UNDERSTAND at the end of the unit.

- 1) Area calculations drive the planning process and estimation of cost and materials.
- 2) Volume and dimension measurements aid architects in estimation of materials while designing a structure.
- 3) Knowledge of fractions strengthens architectural literacy.
- 4) Scaling and measurement determines how the architect interacts with plans and make informed decisions and estimates about structures being built.

Guiding Questions

A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each questions (F), (C) or (P).

- 1) Area calculations drive the planning process and estimation of cost and materials.
 - What is area? (F)
 - How is area calculated? (F)
 - When are area calculations necessary? (C)
 - How are area calculations used to estimate materials and other building costs? (C)
 - How important are accurate calculations prior to building and why? (P)
- 2) Volume and dimension measurements aid architects in estimation of materials while designing a structure.
 - What is volume? (F)
 - How is volume calculated? (F)
 - When are volume calculations necessary? (C)
 - How do volume calculations aid in estimating certain materials? (C)
- 3) Fractions enable students to understand the language of architecture, construction, and dimension.
 - What is a proper fraction? (F)
 - What is an improper fraction? (F)
 - What is a mixed number? (F)
 - How can you convert improper fractions to a mixed number? (C)
 - What are the steps to add and subtract fractions? (C)
 - How do you convert fractions into decimals? (C)

- Why are dimensions necessary in an architectural drawing? (F)

4) Scaling and measurement allow the architect to interact with plans and make informed decisions about structures being built.

- What does "scale" mean in architecture? (F)
- How is scale calculated in building models? (F)
- What are the different ways building plans can be scaled? (C)

Content Knowledge

Critical facts and information that students are expected to **KNOW** at the end of the unit.

Topic	Content (What students must know in order to demonstrate skills)	Skills
Living Space	Know what constitutes living space, and why it is important to delineate it from other spaces in the home or property.	Measure floor plans using a scale. Calculate the square footage based on your measurements.
Calculations	Know the difference between volume and surface area, and why it is important to know both.	Using a scale, read a residential footings plan and calculate the amount of concrete needed.
Communication	Know what symbols and measurements represent within a given drawing.	Determine total wall thickness based on a carpenter's drawing.

Critical Skills

Critical skills that students are expected to be able to **DO** at the end of the unit.

- 1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
- 4. Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.

Standards

The content standards that are taught and/or assessed in this unit.

CCSS: Mathematics
 CCSS: Grade 7
 Geometry

7.G.B. Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

- 7.G.B.6. Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

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CT: CTE: Technology Education (PS 2015)

Grades 9-12

Computer Aided Drafting and Design

D. Interpreting and Reading Blueprints: Identify various symbols to interpret and read blueprints.

19. Interpret drawings, pictures, and symbols.

E. Creating and Manipulating Mechanical Drawing Information: Describe and demonstrate the process for creating various types of views using a well-organized process.

26. Place and edit dimensions.

Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

Unit 2 Construction Math and Application Pages 11-44

Adding, Subtracting, Multiplying and Dividing Fractions and Decimals - practice problems page 26 -28

Reading An Architect's Scale

Calculating Dimensions - practice problems page 30-31

Area and Volume Measurement - practice problems pages 31-34

Living Area - Print M-7 hard copy found in the file cabinet in room A114 (see assessment)

Calculating Concrete - (see assessment)

 Reading an Architect's Scale Lesson Plan  

Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.

arc, area, circumference, decimal fraction, denominator, diameter, improper fraction, mixed number, numerator, proper fraction, radius

Resources

Teacher and student resources used to support the learning.

Print Reading for Construction. Walter c. Brown, Daniel P. Porter
Print (hard copy) The Marseille Two Story Residence, prints M-1 through M-9 found in the metal filing cabinet in A114
Architect's Scales found in the wooden drawer in A114

Assessments

The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.

Adding Gravel to the Shotput Arena | Summative | Lab Assignment

This assignment was included because it involves volume, and ordering yards of gravel to improve the high school's shotput arena. This was an Eagle Scout project for a senior, class of 2024.

This uses geometric concepts and content. It also allows the students to use a transom.

 Shot Put Volume Activity.pdf

No Standards Assessed

Metric Scale Reading | Summative | Lab Assignment

This assignment allows students to demonstrate proficiency in using a metric architect's scale.

 Metric Scale Activity.pdf

No Standards Assessed

Summative | Lab Assignment

This is an exercise that enables students to demonstrate their ability to draw to scale using standard English units.

 English Scale Activity.pdf

No Standards Assessed

Calculating Concrete | Summative | Lab Assignment

You will need Print M-2 from the metal filing cabinet in room A114

 Calculating Concrete (Print M-2 The Marseille)

3 Standards Assessed

Living Area Calculations | Summative | Lab Assignment

This assessment involves reading a plan and calculating square footage of living area.


 Living Area Calculation Activity

3 Standards Assessed

Reading an Architect's Scale | Summative | Exhibition

Technology Project

An assessment to determine if the student can read a scale.

 Reading and Architect's Scale

2 Standards Assessed

Activity 2-1 Problems in Construction Mathematics | Summative | Written Test

Activity 2-1 Problems in Construction Mathematics pp. 37-43

 Construction Math and Application.pdf

3 Standards Assessed

Differentiation

Core learning activities, resources and assessments that meet the needs of all learners.

Test Prep Connections

As appropriate, include activities that build skills for standardized testing, such as IABs.



Unit Plan Planning

Newtown High School / High School / F&AA: Technology

Week 1 - Week 11 | 3 Curriculum Developers | Last Updated: Nov 11, 2023 by Holst-Grubbe, Erik

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

Students will be able to understand and explain what architects do and how the building process works.

Conceptual Lens/Concepts

Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.

Concepts: Logistics, Communication, Environment, Health and Safety, Logistics, Aesthetics.

Generalizations

Critical conceptual relationships that students are expected to UNDERSTAND at the end of the unit.

- 1.) Logistics determines process which includes timeline, responsibilities, laws, etc.
- 2.) Communication with stakeholders drives strategy and project success.
- 3.) Environment dictates appropriate structures and responsible building plans.
- 4.) Health and safety regulations maintain integrity of architectural plan execution.
- 5.) Effective design and health & safety practices drive housing development, and sustainability.
- 6.) Consideration of aesthetics ensure plans result in buildings which are "art through which we walk".

Guiding Questions

A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each questions (F), (C) or (P).

- 1.) Logistics determines process which includes timeline, responsibilities, laws, etc..
 - What is an effective timeline? (C)
 - How does process determine the timeline of work and who is responsible for that work? (C)
 - What are logistics? (F)
 - How do logistics impact process? (C)
- 2.) Communication with stakeholders drives strategy and project success.
 - What determines effective communication? (P)
 - Who are the stakeholders in a building project? (F)
 - What forms of communication are necessary for including all stakeholders? (F)
- 3.) Environment dictates appropriate structures and responsible building plans.
 - What is environment? (F)
 - How does environment dictate the appropriateness of a building? (C)
 - Are human structures part of the natural environment? (P)
 - Do architects and builders have an responsibility to the greater community? (P)
- 4.) Health and safety regulations maintain integrity of architectural plan execution.
 - What are health and safety regulations? (F)
 - How do health and safety regulations maintain integrity of building plans? (C)

- What factors spark change in health and safety regulations? (F)
 - How do architects stay current on changing health and safety regulations? (F)
- 5.) Effective design and health & safety practices drive housing development, sustainability, and the affordable housing market.
- Why is sustainability an important factor in architectural planning? (C)
 - How can architects combine health & safety with effective design to ensure affordable housing for all? (P)
- 6.) Consideration of aesthetics ensure plans result in buildings which are "art through which we walk".
- What is aesthetics? (F)
 - Why should aesthetics be considered when designing a building? (C)
 - How do aesthetically pleasing structures impact users differently than strictly functional ones? (C)

Content Knowledge

Critical facts and information that students are expected to **KNOW** at the end of the unit.

<u>Topic</u>	<u>Content</u>	<u>Skills</u>
Print Reading for Construction	Determine what working drawings are, and why each drawing is necessary.	Interpret symbols and lines of working drawings. Recognize the difference in each of the elevations and infrastructure layers.
The Planning Process	Explore possibilities of a given space. Discuss considerations regarding appropriateness of an idea, it's impact on the environment both social and scientific.	Research appropriated spaces both in terms of success stories and failure. Identify who stakeholders are, and what controlling factors exist in construction law.
Health and Safety	Explain fire codes for residential dwellings in a certain area.	Validate designs based on fire codes.

Critical Skills

Critical skills that students are expected to be able to **DO** at the end of the unit.

- 2. Work independently and collaboratively to solve problems and accomplish goals.
- 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.

Topography and Plot Plans	Review plot plans in terms of coordinates, distances, and slope.	Calculate building footprint availability using local zoning laws. Generate a perimeter and topographic relief lines using software.
Interior Plans	Compare fixed architectural elements with movable elements. Consider health and safety and human accommodations together.	Create interior designs based on people's needs. Represent interior design ideas using sketches, scaled mechanical drawings, and CAD drawings.
Creating a Foundation	Recognize the importance of a strong foundation in terms of stability.	Generate a foundation suitable for a given structure and climate using CAD tools.
Exterior Plans	Develop exterior plans which incorporate style, aesthetics, practicality, and environmental impacts.	Provide choices to homebuyers through variations in materials and construction elements using exterior plan iterations. Estimate the carbon footprint of the structure both in terms of raw materials and sustainability.
Creating Landscape	Conceptualize an overall plan in landscape by developing a theme with consideration of both owners and visitors.	Organize landscape elements to be practical, beautiful, and sustainable in an overall theme.

Standards

The content standards that are taught and/or assessed in this unit.

NGSS: Disciplinary Core Ideas

NGSS: 9-12

ESS2: Earth's Systems

ESS2.D: Weather and Climate

- Current models predict that, although future regional climate changes will be complex and varied, average global temperatures will continue to rise. The outcomes predicted by global climate models strongly depend on the amounts of human-generated greenhouse gases added to the atmosphere each year and by the ways in which these gases are absorbed by the ocean and biosphere. (secondary to HSESS3-6)

[Interactive version of NGSS](#)

[NGSS Resources](#)

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CT: CTE: Technology Education (PS 2015)

Grades 9-12

Computer Aided Drafting and Design

D. Interpreting and Reading Blueprints: Identify various symbols to interpret and read blueprints.

19. Interpret drawings, pictures, and symbols.

ITEEA: Standards for Technological and Engineering Literacy (2020)

ITEEA: Grades 9-12

Disciplinary Core Ideas

Core Concepts of Technology and Engineering

- STEL-2T. Demonstrate the use of conceptual, graphical, virtual, mathematical, and physical modeling to identify conflicting considerations before the entire system is developed and to aid in design decision making.
Show Details

Impacts of Technology

- STEL-4R. Assess a technology that minimizes resource use and resulting waste to achieve a goal. Show Details

Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

Print Reading for Construction - Activities 8-1 to 14-2

Building Codes and Zoning Laws - Guest Speaker from Newtown CT Building Department (203)-270 - 4260

Site Plan Reading

[Creating a Plot Plan in Chief Architect](#)

[Creating Topography Chief Architect](#)

[30 American Architectural Styles in 30 Minutes](#)

[Scenario Home Design -](#)

[Floor Plan Basics, Chief Architect](#)

Exterior Styles and Considerations -

Interior Styles and Considerations -

Landscape Architecture -

Environmental Considerations -

 Site Plan Reading.pdf 

Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.

What do they already know?

Print Reading for Construction - Dimensions, Plot Plans, Foundation Plans, Framing Plans, Plumbing Prints, HVAC Plan, Electric Plans

Creating Interior Plans - Design Elements, Spaces and Rooms,

Relationships and Locations, Properties, Attributes

Topography and Plot Plans - Creating Perimeters, Creating

Topography (Computer Aided Drafting)

Resources

Teacher and student resources used to support the learning.

Architectural Drafting and Design - 4th Edition Alan Jefferis, David a. Madsen

Architecture Residential Drafting and Design - Clois E. Kicklighter, W. Scott Thomas

The Interior Plan; Concepts and Exercises - Roberto J. Rengel

Print Reading for Construction - Walter C. Brown

Creating a Foundation - Computer Aided Drafting
Creating an Exterior Plan - Doors, Windows, Roofs, Decks and Porches, Trim, Siding (Computer Aided Drafting)
Landscape Architecture - Driveways, Walkways, Pools, Patios, Plants and Gardens.

Assessments

The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.

Site Plan Reading | Summative | Lab Assignment

This requires students to find key aspects of a given site plan. They will gain knowledge of what needs to be included, and insight into who has to read the plan.

 Site Plan Reading -

No Standards Assessed

Building Code Quiz | Summative | Written Test

This assessment should follow a guest speaker presentation from the Newtown Building Department.

 Building Codes Quiz

2 Standards Assessed

Differentiation

Core learning activities, resources and assessments that meet the needs of all learners.

Test Prep Connections

As appropriate, include activities that build skills for standardized testing, such as IABs.



Unit Plan Construction

Newtown High School / High School / F&AA: Technology

Week 12 - Week 18 | 3 Curriculum Developers | Last Updated: Nov 18, 2023 by Holst-Grubbe, Erik

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

Students will understand important aspects within the construction of a building.

Conceptual Lens/Concepts

Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.

Purpose

Concepts - Efficiency, Integrity, Stability, Communication, Environment, Stakeholders, Health and Safety, Logistics, Aesthetics, and Art, Structures, Purpose, Regulations, Process, Time, Materials

Generalizations

Critical conceptual relationships that students are expected to UNDERSTAND at the end of the unit.

- 1.) Proper construction maintains safety, structural integrity, and time and cost efficiency.
- 2.) Stability ensures safety of structures.
- 3.) Communication with stakeholders drives purpose, supports efficiency and health/safety goals, and determines integrity to ensure project success.
- 4.) Environment dictates appropriate structures and responsible building plans.
- 5.) Health and safety regulations maintain integrity of architectural plan execution.
- 6.) Logistics determines process which includes timeline, responsibilities, laws, etc.
- 7.) Consideration of aesthetics ensures plans result in buildings which are "art through which we walk".

Guiding Questions

A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each questions (F), (C) or (P).

- 1.) Proper construction maintains safety, structural integrity, and time and cost efficiency.
 - What is efficiency? (F)
 - How is a budget determined? (F)
 - What can stand in the way of efficient use of time? (C)
 - What determines the level of efficiency in use of time & materials? (C)
 - How can an architect best coordinate with general contractors to ensure timeline success? (C/P?)
 - How does an architect build a successful and sustainable business? (P)
- 2.) Stability ensures safety of structures.
 - What makes a stable structure? (F)
 - What considerations need to be thought of when constructing a base for a structure? (C)
 - What should be considered while choosing building materials? (C)
- 3.) Communication with stakeholders drives purpose, supports efficiency and health/safety goals, and determines integrity to ensure project success.
 - What determines effective communication? (P)
 - Who are the stakeholders in a building project? (F)
 - What forms of communication are necessary for including all stakeholders? (C)
- 4.) Environment dictates appropriate structures and responsible building plans.

Unit Plan

- What is environment? (F)
- How does environment dictate the appropriateness of a building? (C)
- Are human structures part of the natural environment? (P)
- Do architects and builders have an responsibility to the greater community? (P)

5.) Health and safety regulations maintain integrity of architectural plan execution.

- What are health and safety regulations? (F)
- How do health and safety regulations maintain integrity of building plans? (C)
- What factors spark change in health and safety regulations? (F)
- How do architects stay current on changing health and safety regulations? (F)

6.) Logistics determines process which includes timeline, responsibilities, laws, etc..

- What is an effective timeline? (C)
- How does process determine the timeline of work and who is responsible for that work? (C)
- What are logistics? (F)
- How do logistics impact process? (C)

7.) Consideration of aesthetics ensures plans result in buildings which are "art through which we walk".

- What is aesthetics? (F)
- Why should aesthetics be considered when designing a building? (C)
- Does an architect have a responsibility to create aesthetically pleasing structures? (P)

Content Knowledge

Critical facts and information that students are expected to **KNOW** at the end of the unit.

Topic	Content (What students must know in order to demonstrate skills)	Skills

Critical Skills

Critical skills that students are expected to be able to **DO** at the end of the unit.

- 4. Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.
- 5. Effectively apply the analysis, syntheses, and evaluative processes that enable productive problem solving.

<p>Know that 2D drawings convey information differently from the 3D world in which we live.</p>	<p>Demonstrate use of scaled large format prints. Use orthographic elevations for large format printing and modeling. Create levels of detail using various materials. Construct walls, roof planes, etc. with precision. Represent landscape objects using correct scale and materials.</p>	<p>Recreate two dimensional plans in 3D using modeling techniques and materials.</p>
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<p>Health and Safety</p>	<p>Explain fire codes for residential dwellings in a certain area.</p>	<p>Validate designs based on fire codes by walking through observers using a model.</p>
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<p>Know that while detailed plans of houses and structures are critical, the surrounding land and it's representations are just as important.</p>	<p>Recognize planning and zoning regulations. Build terrain contour using scaled large format prints. Create the plot plan perimeter using scaled large format prints and foam core board.</p>	<p>Interpret a given plot plan by locating objects relative to one another. Create contour and terrain with precision.</p>
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- 1) Create plans which are accepted by homebuyers, or potential homebuyers, the planning and zoning commission, the wetlands commission, and sometimes the historical society.
- 2) Generate estimates of cost of materials and labor, and a timeframe in which to build.
- 3) Provide technical drawings and elevations to communicate what is to be built and how it is to be built.
- 4) Understand the language of technical drawings, and construction terminology.
- 5) Estimate the environmental impacts of the construction and carbon footprint of living in the proposed building.
- 6) Offer alternatives to materials and design choices to vary cost and aesthetics.
- 7.) Consider the impact a plan will have on the community.

Standards

The content standards that are taught and/or assessed in this unit.

Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

Model Building Design

Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.

Techniques:

orthographic, elevation drawings, plane, pitch, grade,

Materials:

prefabricated, reinforced, structural steel, footings, lineal foot vs. board foot, joist, beam, column, stud, header, rafter, sheathing, hip, valley, span, truss, stringer, roof plane, stucco, engineered wood, slab, shiplap, clapboard, tread, riser, cornice, bracket, dormer, cupola, retaining wall, flashing, overhang, ridge, ridge pole, gable

Concepts:

Efficiency, Stability, Communication, Environment, Health and Safety, Logistics, Aesthetics, and Art

Resources

Teacher and student resources used to support the learning,

Books available in the library;

Alexander Jackson Davis

American Architecture

America's Forgotten Architecture

Architecture; Eye on Art

Architecture; Eyewitness Series

Art and Architecture

Craftsman-Style Homes

Early Domestic Architecture of CT

Frank Lloyd Wright

How to Read Buildings

I.M.PEI

Light Wind and Structure

Prairie Style

Ten Buildings That Changed America

The Architect as Artist

The Not So Big House

Scaled Materials (can all be found on Amazon). They include:

- balsa strips,
- material sheets,
- model grass and trees,
- foam core sheets,
- modeling pins
- wood stain markers

Large format printer (located A114.)

Chief Architect Software (located in A114)

How to Dig a Basement - <https://www.youtube.com/watch?v=rAmAoxmWkLI>

How to Build a Concrete Block Basement -

<https://www.youtube.com/watch?v=o1eYmc5qzZO>

Assessments

The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.

Differentiation

Core learning activities, resources and assessments that meet the needs of all learners.

Test Prep Connections

As appropriate, include activities that build skills for standardized testing, such as IABs.



Unit Plan

Architectural Practices & Career Readiness

Newtown High School / High School / F&AA: Technology

Week 2 - Week 18 | 3 Curriculum Developers | Last Updated: Nov 20, 2023 by Stamm, Anastasia

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

Students will apply skills related to the importance of professionalism, presentation, and collaboration within the architecture industry to gain better understanding of career opportunities in related fields.

Conceptual Lens/Concepts

Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.

Professionalism

Concepts: Sustainability, Professionalism, Standards, Innovation, Opportunity, Industry, Collaboration, Competence, Responsibility, Precision

Generalizations

Critical conceptual relationships that students are expected to UNDERSTAND at the end of the unit.

- 1.) Collaboration and technical competence dictates the success of an architect.
- 2.) The multifaceted needs of the architecture industry dictates architects must be competent in a wide range of knowledge and expertise.
- 3.) An architect designs buildings which are environmentally sound, and sustainable, because every buildings carbon footprint contributes to climate change.
- 4.) Creation of safe, functional and beautiful structures requires attention to detail and precision.
- 5.) Effective communication and adherence to timelines ensure professionalism throughout the project.
- 6.) Changes in industry standards and society create opportunities for innovation.

Guiding Questions

A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each questions (F), (C) or (P).

- What is collaboration 1(F)
- Why is collaboration important? 1(C)
- With whom must an architect collaborate, and how frequently? 1(C)
- What does it mean to be competent in the industry of architecture? 1(C)
- In what ways do architects display responsibility? 1(C)
- How does an architect coordinate efforts among key players for a successful project? 1(P)
- What is architectural competence? 2(C)
- What subjects are related to architecture and why should an architect be knowledgeable in them? 2(C)
- What does an architect need to know and be able to do in order to be licensed in the state of CT? 2(F)
- What is responsibility? 3(F)
- To whom is the architect responsible? 3(C)
- In what ways do architects show responsibility? 3(C)
- What is precision? 4(F)
- Why is precision important in architecture? 4(C)
- What attributes make a structure beautiful? 4(P)
- What constitutes effective communication? 5(C)
- What qualities embody professionalism in the architecture industry? 5(C)
- What are the key components in a quality formal presentation? 5(C)

- Why are architects required to do formal presentations? 5(C)
- What are opportunities? 5(C)
- How do opportunities drive industry? 5(C)
- In what ways can innovation be exemplified in architecture? 5(C)

Content Knowledge

Critical facts and information that students are expected to **KNOW** at the end of the unit.

Topic	Content	Skills
Project Presentation	Realize everything you do as a professional is a representation of you and your company. Good ideas mean nothing without a polished means of communication.	Express complexities of a given project in a thorough manner. Summarize information to the audience in a meaningful way.
Occupational Preparation	Explore careers within the housing Industry Determine individual aptitude & interest in specific careers within the housing Industry Discuss logistics and management systems within the housing Industry.	Research careers within the housing Industry Express rationale for personal aptitude & interest in specific careers within the housing Industry Compare logistics and management systems within the housing Industry to those systems used working in our architecture classroom.

Critical Skills

Critical skills that students are expected to be able to **DO** at the end of the unit.

- 1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
- 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.
- 4. Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.
- 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

Standards

The content standards that are taught and/or assessed in this unit.

- ITEEA: Standards for Technological and Engineering Literacy (2020)
- ITEEA: Grades 9-12
- Disciplinary Core Ideas
- Nature and Characteristics of Technology and Engineering

- STEL-1R. Develop a plan that incorporates knowledge from science, mathematics, and other disciplines to design or improve a technological product or system. [Show Details](#)

Technology and Engineering Practices

Communication

- Conveys ideas clearly in constructive, insightful ways, including through written and oral communication and via mathematical and physical models

 National Health Science Standards  

Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

[Productivity/Professionalism Rubric](#)

[Architecture Career Assignment](#)

Guest Speakers - Guy Gabrielson, Licensed Architect

John PoltlTown of Newtown Building Inspector

Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.

Professionalism - Competence, Dependability, Discretion, Empathy, Enthusiasm, Initiative, Integrity, Tact
Presentation Skills - Illuminate, Mastery, Transitions, Modulation, Fluency, Experiential, Critical Thought

Resources

Teacher and student resources used to support the learning.

[US OSHA Construction](#)

[U.S. Department of Housing and Urban Development](#)

[US Housing & Urban Dev. Jobs Site](#)

Assessments

The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.

Professionalism Rubric | Summative | Personal Project

This is a weekly assessment of soft skills necessary to be a successful architect.

1 Performance Standard Assessed

Spoken Communication | Summative | Exhibition

This is the schoolwide rubric for spoken communication.

1 Performance Standard Assessed

Differentiation

Core learning activities, resources and assessments that meet the needs of all learners.

Test Prep Connections

As appropriate, include activities that build skills for standardized testing, such as IABs.

Business/Non-Instructional Operations

Budget Procedures and Line Item Transfers

In accordance with Connecticut General Statutes §10-222, the Newtown Board of Education shall prepare an itemized estimate of its budget each year for submission to the Board of Finance and the Legislative Council for review and appropriation. Such budget estimate shall include, but is not limited to, the following major object line item categories:

- 100 - Salaries
- 200 - Employee Benefits
- 300 - Purchased Professional Services
- 400 - Purchased Property Services
- 500 - Other Purchased Services
- 600 - Supplies
- 700 - Property
- 800 - Other

Following the annual appropriation, the Board of Education shall meet and revise such itemized estimate, if necessary, and adopt a final appropriated budget for the year. Line items in the budget may be allocated more specifically by the Superintendent or his/her designee in the development, administration and monitoring of the budget after the initial approval of the budget by the Board of Education. The Superintendent shall present for Board approval any proposed additional staff that exceeds the staffing summary approved concurrent with the fiscal year budget. Hiring of additional staff that would be legally mandated will be brought to the Board for approval at the next scheduled Board meeting if all attempts for the Board of Education to meet prior to the hiring are unsuccessful.

The Superintendent and/or his/her designee shall be responsible for administering and monitoring the budget through the course of the year. The Superintendent or his/her designee shall maintain a system of appropriate expenditures and encumbrance accounting that is organized to conform to the requirements for State and Federal accounting reports. A monthly budget report shall be prepared in the same format as the annual object detail budget (as a minimum), showing for each major object code line item, the appropriated budget amount, transfers, expenditure to date, encumbered amounts, and current balance.

Such budget report shall be presented to the Board of Education at the regularly scheduled meeting in the month following the period for which such report is prepared, except the year-end report which shall be completed and presented by the end of August. The year-end report shall reflect all major object codes in positive balance. The Superintendent or designee shall recommend to the Board of Education and the Board shall approve transfers from one major object code to another.

Business/Non-Instructional Operations

Budget Procedures and Line Item Transfers (continued)

For effective and efficient administration of day-to-day operations, budget transfer authority is granted to the Superintendent or the Director of Business, as his/her designee, under the following restrictions:

Transfers between major object codes less than \$10,000 may be made without prior Board of Education approval, but will be referenced in the monthly financial report. Notice of major object codes falling into a negative balance will also be included in the monthly financial report.

No transfers within major object codes, whether individual or cumulative, of \$10,000 or more shall be made unless authorized by the Board.

If the emergency transfer of \$50,000 or less is needed and the Board is unable to meet in advance, the Board will take action at its next regularly scheduled meeting. In addition, all transfers within an object summary category under \$10,000 will also be approved at the next meeting.

The Board of Education shall not expend more than the amount of the total appropriation and the amount of money received from other sources for school purposes. If any occasion arises whereby additional funds are needed by the Board of Education, the Chairperson of the Board of Education shall notify the Board of Finance, Board of Selectman, or appropriating authority and submit a request for such necessary additional funds. No additional funds shall be expended until such supplemental appropriation is granted and no supplemental expenditures shall be made in excess of those so authorized.

Adding Funds to the Non-Lapsing Educational Account

1. Each year, ~~before August 31st~~, prior to the last regular Board of Education meeting in August, the Newtown Public Schools Director of Business will recommend to the Board an amount to ~~deposit~~ transfer into a its Non-Lapsing account Fund in accordance with any unexpended funds from the Board's prior fiscal year general operating budget, ~~provided such amount does not exceed the percentage of the total budgeted appropriation for education for such prior fiscal year as referenced in C.G.S. 10-248a.~~
2. The Board shall consider the recommendation and notify the Legislative council and the Board of Finance of its transfer request as set forth in Board Policy 3171.1 – Non-Lapsing Education Fund. ~~Each year, before August 31st, the Board will forward a request to transfer unexpended funds from the previous year's budgeted education appropriation, to the non-lapsing education account. The transfer request will include each account number and the amount to be transferred. If known, the specific~~ The Board's transfer request may also include a potential use for the funds. ~~will be communicated.~~

Business/Non-Instructional Operations

Budget Procedures and Line Item Transfers (continued)

Removing Funds from the Non-Lapsing Educational Account

The Board ~~will~~ may vote to authorize a request for expenditures from the Non-Lapsing Education Fund and forward the request to the fiscal authority as set forth in Board Policy 3171.1 – Non-Lapsing Education Fund. ~~and explanation to the Town’s fiscal authority for use of funds from the Non-Lapsing Education Account. The Board may also request that an amount of funds be designated for a specified purpose and the Board may use all or some of the designated funds for the specified purpose. If funds are no longer needed for the specified purpose, the Board may remove the designation from any remaining funds, and inform the Town’s fiscal authority of the change.~~

Legal Reference: Connecticut General Statutes

10-222 Appropriations and budget. (as amended by PA 13-60, An Act Concerning the Consolidation of Non-Educational Services)

Charter, Town of Newtown, 2008, P. 28

Policy adopted: April 4, 2017
Revised: June 16, 2020
July 6, 2021
November 16, 2021

NEWTOWN PUBLIC SCHOOLS
Newtown, Connecticut

Community Relations

Possession of Deadly Firearms or Deadly Weapons

I. Definitions

As used in this Policy 1700(a), the following terms have the meaning set forth herein:

- A. Deadly Weapon means any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon, or metal knuckles [Ref. Conn. Gen. Stat. § 53a-3(6)]
- B. Firearm means any sawed-off shotgun, machine gun, rifle, shotgun, pistol, revolver, or other weapon, whether loaded or unloaded, from which a shot may be discharged. [Ref: Conn. Gen. Stat. § 53a-3 (19)]
- C. Real Property means the land and all temporary and permanent structures comprising the Newtown Public School District's elementary and secondary schools, administrative office buildings, and operational facilities. Real Property includes, but is not limited to, classrooms, hallways, storage facilities, theaters, gymnasiums, fields, and parking lots.
- D. School-Sponsored Activity means any activity sponsored, recognized, or authorized by the Newtown Board of Education and includes activities conducted on or off school property. [Ref: Conn. Gen. Sta. § 10-233a(h)].

II. Prohibition of Deadly Weapons and Firearms

In accordance with Conn. Gen. Stat. § 29-28(e) and § 53a-217b, the possession and/or use of a Deadly Weapon or Firearm on the Real Property of the Newtown Public School District, on school transportation, or at a School-Sponsored Activity, is strictly prohibited by the Board of Education, even if the person possessing the Deadly Weapon or Firearm has a permit for such item, and even if the person intends to traverse school property with an unloaded Firearm or Deadly Weapon for the purpose of gaining access to public or private lands open to hunting or for other lawful purposes.

III. Limited Exceptions

Notwithstanding the foregoing prohibition of Deadly Weapons or Firearms, a person in lawful possession of a Deadly Weapon or Firearm may possess such item on the Real Property of the Newtown Public School District, on school transportation, or at a School-Sponsored Activity pursuant to the following limited exceptions:

(A) Peace Officers

A person in lawful possession of a Deadly Weapon or Firearm bringing such item on the Real Property of the Newtown Public School District, on school transportation, or at a School-Sponsored Activity, is a peace officer, as defined by Conn. Gen. Stat. § 53a-3, and is engaged in the performance of his or her official duties; or

(B) Armed School Security Officers

The person in lawful possession of a Deadly Weapon or Firearm bringing such item on the Real Property of the Newtown Public School District, on school transportation, or at a School-Sponsored Activity, is an armed security officer employed by the Board of Education to provide security services pursuant to Conn. Gen. Stat. § 10-244a, and is engaged in the performance of his or her official duties; or

(C) Off-Duty Qualified Law Enforcement Officers

The person in lawful possession of a Deadly Weapon or Firearm bringing such item on the Real Property of the Newtown Public School District, on school transportation, or at a School-Sponsored Activity, is an off-duty qualified law enforcement officer authorized by the Board of Education to do so pursuant to a written agreement between the Board of Education and the Newtown Police Department, provided such written agreement has been duly authorized and approved by the Board of Education; or

(D) Other Specifically Authorized Persons

The person in lawful possession of a Deadly Weapon or Firearm bringing such item on the Real Property of the Newtown Public School District, on school transportation, or at a School-Sponsored Activity, is a person authorized to do so pursuant to a written agreement with such person and the Board of Education or a written agreement between such person's employer and the Board of Education, provided such written agreement has been duly authorized and approved by the Board of Education

IV. Consequences

Unless subject to one of the exceptions specifically set forth in this Policy, any person who possesses a Deadly Weapon or Firearm on the Real Property of the Newtown Public School District, on school transportation, or at a School-Sponsored Activity, whether or not the person is lawfully permitted to carry such Deadly Weapon or Firearm, will be reported to law enforcement by school officials upon becoming aware of its possession.

A student who possesses and/or uses any Deadly Weapon or Firearm on the Real Property of the Newtown Public School District, on school transportation, or at a School-Sponsored Activity in violation of this policy shall be disciplined in accordance with the Board of Education's discipline policies.

The Board of Education reserves the right to forbid any person possessing a Deadly Weapon or Firearm in violation of this policy on the Real Property of the Newtown Public School District, on school transportation, or at a School-Sponsored Activity, from entering the Real Property of the Newtown Public School District and/or from using any and all school facilities of the Newtown Public School District.

P1700(c)

(cf. 5114 - Suspension/Expulsion/Exclusion/Removal)

Legal Reference: Connecticut General Statutes
29-28 Permit for sale at retail of pistol or revolver. Permit to carry a pistol or revolver. Confidentiality of name and address of permit holder. Permits for out-of-state residents
29-33 Sale, delivery or transfer of pistol and revolvers. Procedure. Penalty
53a-3 Definitions.
53a-217b Possession of a weapon on school grounds: Class D felony
P.A. 13-188 An Act Concerning School Safety
10-233a Definitions
10-244a Employment of persons to provide security services in a public school while in possession of a firearm

Policy adopted: May 5, 2015 , Effective July 1, 2015
Policy revised: April 5, 2016, November 1, 2022

NEWTOWN PUBLIC SCHOOLS
Newtown, Connecticut

**Please Note: These minutes are pending Board approval.
Board of Education
Newtown, Connecticut**

Minutes of the Board of Education meeting held on December 5, 2023 at 7:00 p.m. in the Council Chambers, 3 Primrose Street.

A. Plante, Chair	C. Melillo (absent)
J. Vouros, Vice Chair	A. Uberti
D. Ramsey, Secretary	T. Vadas (absent)
T. Higgins	3 Staff
S. Tomai	8 Public
C. Gilson	1 Press
D. Linnetz	
I. Khazadian (absent)	
G. Peteronjes	

Mrs. Halstead called the meeting to order at 7:13 p.m.

Item 1 – Pledge of Allegiance

Item 2 – Election of Officers

Mr. Vouros nominated Alison Plante for Chair. Mr. Ramsey and Mr. Gilson seconded. Mr. Higgins stated that she has his support because he has worked closely with her and she has been collaborative, thoughtful and intent on doing the right thing. He looks forward to working with her.

Vote: 7 ayes

Mr. Gilson nominated John Vouros for Vice Chair because he has known him many years from the classroom and through his dedication to our students and experience on the Board.

Mrs. Linnetz seconded.

Vote: 7 ayes

Mr. Vouros nominated Don Ramsey for Secretary. Mrs. Linnetz seconded.

Mr. Vouros said it is fortunate to have him to respond to parental concerns and his replies are almost immediate.

Vote: 7 ayes

Item 3 – Consent Agenda

MOTION: Mrs. Linnetz moved that the Board of Education approve the consent agenda which includes the donations to Sandy Hook School and Head O'Meadow School and the correspondence report. Mr. Ramsey seconded. Motion passes unanimously.

Item 4 – Public Participation

Deborra Zukowski, 4 Cornfield Ridge Road, congratulated each new member and is confident they will do great things. Mrs. Plante, Mr. Vouros and Mr. Ramsey are a strong leadership team.

Item 5 – Reports

Chair Report: Mrs. Plante was humbled and honored to be Chair and is committed to bipartisanship, which will build trust. She was looking forward to working with everyone.

Committee Reports:

MOTION: Mrs. Linnetz moved that the Board of Education approve the standing committees. Mr. Vouros seconded.

Mrs. Plante reviewed the draft of committee assignments.

Mr. Ramsey recommended eliminating the Communications subcommittee which has a good history but it has a tendency to be redundant and it would be better to speak with one voice as in the Superintendent's newsletter. He also proposed reinstating the Social Emotional Health and Wellness subcommittee to be part of Curriculum and Instruction. He was in agreement with the other committees assigned.

Mr. Vouros asked Mrs. Uberti if she was comfortable to fold that into the Curriculum and Instruction Committee to which she agreed that it was appropriate.

Mrs. Plante noted the members of each committee.

Policy Committee – Mr. Higgins and Mrs. Linnetz

CIP, Facilities, Finance Committee – Mrs. Tomai and Mrs. Plante

Curriculum and Instruction – Mr. Ramsey, Mr. Vouros and Mr. Gilson

Diversity, Equity, and Inclusion – Mr. Gilson, Mr. Ramsey and Mrs. Linnetz

Motion passes unanimously.

Student Report:

Mr. Peterlonges reported that the fall season has come to an end and winter athletics are underway. Tomorrow the Connecticut National Guard will visit the high school during the three lunch waves. The high school's Junior Action Alliance is traveling to Washington, D.C. to deliver letters to Congress about Ethan's Law and the federal assault weapons ban. Emma Ehrens, a high school student, will be speaking about gun violence along with many senators. The Computer Science Honor Society induction is tomorrow at 6:00 p.m.

For the record, Mrs. Plante noted the chairs for each committee.

Policy Committee – Mr. Higgins is Chair.

CIP, Facilities, Finance Committee – Mrs. Tomai is Chair.

Curriculum and Instruction – Mr. Ramsey is Chair.

Diversity, Equity, and Inclusion – Mr. Gilson is Chair.

Item 6 – Presentation

First Read of Architectural Design 2 Curriculum:

Erik Holst-Grube presented the curriculum and invited Board members to visit his department. He thanked Staci Stamm for overseeing this curriculum writing. This is a very good process with feedback from the committee and subcommittee. He thanked Mrs. Uberti for putting this in place.

Mr. Vouros asked if there is a lot of student collaboration.

Mr. Holst-Grube said they do and it eventually becomes them asking each other over me.

Mr. Higgins asked if he was having any partnership with companies.

Mr. Holst-Grubbe said one student is working with an interior designer and one with a construction manager. Our career center has really helped students get an internship or day visit. We also have panel discussions with people in the arts.

Mrs. Plante feels it is an amazing curriculum.

Item 7 – Old Business

2024 Schedule of Board of Education Meetings:

MOTION: Mrs. Linnetz moved that the Board of Education approve the Schedule of Board of Education meetings. Mr. Higgins seconded.

Motion passes unanimously.

Kindergarten Readiness Program:

MOTION: Mrs. Linnetz moved that the Board of Education approve the Kindergarten Readiness Program. Mr. Vouros seconded.

Mrs. Uberti spoke about the proposed kindergarten readiness program for students who have fallen in the gap between September 1 and January 1 and not be within the age to enter kindergarten with the new law effective July 1, 2024. We are anticipating a class size of 20 students with two teachers to achieve a ten to one ratio like in a pre-K class. We would fill these 20 slots on a priority basis in the following order. Students who are not five before September 1 and are not developmentally ready for kindergarten would be the priority for this class. Depending on how many slots were filled, the next level of students we would look at are those who are five on or after September 1 but whose screener indicates they might not be developmentally ready. After those two priorities and if there are any remaining spots would we be able to have a potential lottery for the students not five by September 1 and from families with low income who want them to have another year of pre-K before entering kindergarten. There are possible legal implications for this scenario and she has reached out to our legal counsel on how to deal with students who are special education and have IEPs. We don't have a mechanism to identify low income families prior to enrollment. If we exceed 20 students, we would need a second class which means additional staff and space. The daycares are waiting to see what we will be doing. We are planning to open registration January 8 and screen all students in February so we know how many will participate.

Ms. Tomai asked where the 20-student projection came from and if Mrs. Uberti knew the true cost of the program including busing.

Mrs. Uberti said one-quarter of our current kindergarteners will fall into this category. We anticipate that many will pass the screener to enter kindergarten. We aren't sure how many will not. Kindergarten teachers have an understanding of approximately how many kindergarten students may have some developmental deficits. We are anticipating of the 60 expected students there may be about 1/3. We have kindergarten teachers who will potentially have reduced classes. We will also use a preschool teacher as one of the kindergarten readiness teachers. Other costs were potential transportation costs but we don't anticipate any because they will ride with preschool students. All students will dismiss at the same time.

Mr. Higgins spoke about our options which are status quo regarding the cutoff or letting all students in. If we did that, things would remain the same. He liked what Mrs. Uberti outlines but still has concerns, especially for parents who don't have the means to have their children go to preschool if they don't meet the criteria to attend kindergarten. He wants to see the program design, objectives, and costs.

Mrs. Uberti said there are districts who have stated they will allow everyone to enter kindergarten. We have always done what is asked by the State of Connecticut. We have a situation right now where families were expecting to send their children to kindergarten next year. These children are the priority group because daycares don't have seats for them. Regarding parents taking the opportunity for their child to have an extra year of pre-K readiness even if they couldn't afford it, we don't know how many people will take advantage of it so it could be a much bigger program with nowhere to put them. Perhaps the Board would consider this in two parts where we can take action on those students in limbo and then revisit a broader program through a feasibility study.

Mrs. Plante asked the implications if we don't vote tonight.

Mrs. Uberti said we could approve it later but parents want to know where their child will be and what they can anticipate.

Mr. Ramsey asked if approved tonight if it would be an impediment to implement some of the things Mr. Higgins wanted.

Mrs. Uberti said that she and Mrs. Petersen would have to come back to the Board for any changes. We would also have to contact legal.

Mr. Ramsey was in favor of the more layered approach as Mr. Higgins stated.

Mrs. Plante said that what Mrs. Uberti is saying makes sense with more information to come to the Board. It's important to provide parents with information.

Mrs. Tomai didn't know how the Board could approve this without having the impact on the budget with being in agreement on priority #1 and not a large impact on the budget.

Mr. Higgins wanted to bring this back one more time and work on advancing the work.

Mrs. Uberti was not sure she could give a concrete number without know how many students would enroll. I could give you an estimate of some costs but not the additional costs.

Mr. Higgins asked to model a scenario with all students going into the program.

Mrs. Uberti didn't believe we would exceed 40 students.

Mr. Melillo noted the report talks about shifting teachers.

Mrs. Uberti said teachers are already there. The following year we may potentially need teachers which is why we wanted to have a pilot the first year. Some districts are offering this for one year. We can also make a decision for next year. Her concern is about some kindergarten students who come in and really struggle. Offering this to those students is a potential benefit.

Vote: 5 ayes, 2 nays (Mr. Higgins, Mrs. Tomai) Motion passes.

Item 8 – New Business

First Read of Policy 3160 Budget Procedures and Line Item Transfers:

Mr. Higgins said in September there was an agreement to get on the same page for the Non-lapsing Education Fund with the Board of Education, Board of Finance and Legislative Council. This policy revision is a clean-up of conforming with that policy.

MOTION: Mrs. Linnetz moved that the Board of Education approve the minutes of November 21, 2023. Mr. Ramsey seconded. Vote: 6 ayes, 1 abstained (Mrs. Linnetz) Motion passes.

MOTION: Mrs. Linnetz moved that the Board of Education approve the minutes of November 27, 2023, Mr. Higgins seconded. Vote: 5 ayes, 2 abstained (Mr. Gilson, Mrs. Linnetz) Motion passes.

MOTION: Mrs. Linnetz moved that the Board of Education approve the minutes of November 28, 2023. Mr. Higgins seconded. Vote: 5 ayes, 2 abstained (Mr. Gilson, Mrs. Linnetz) Motion passes.

MOTION: Mrs. Linnetz moved that the Board of Education approve the minutes of November 30, 2023. Mr. Higgins seconded. Vote: 6 ayes, 1 abstained (Mrs. Linnetz) Motion passes.

Item 9 – Public Participation

MOTION: Mr. Vouros moved to adjourn. Mr. Higgins seconded. Motion passes unanimously.

Item 10 – Adjournment

The meeting adjourned at 8:45 p.m.

Respectfully submitted:

Donald Ramsey
Secretary

**Board of Education
Newtown, Connecticut**

Minutes of the special Board of Education meeting held on December 7, 2023 in the Teachers' Lounge in Reed Intermediate School, 3 Trades Lane, Newtown, Connecticut.

A. Plante, Chair	C. Melillo
J. Vouros, Vice Chair	A. Uberti
D. Ramsey, Secretary	K. Gombos
T. Higgins	M. Pompano
S. Tomai	
C. Gilson (arrived 6:30 p.m.)	
D. Linnetz (left 8:00 p.m.)	

Item 1 – Call to Order

The meeting began at 6:05 p.m.

MOTION: Mrs. Linnetz moved that the Board of Education go into executive session to discuss the Sandy Hook incident on November 30, 2023 and invite Chris Melillo, Anne Uberti, Kathy Gombos and Mark Pompano. Mrs. Tomai seconded. Vote: 6 ayes Motion passes.

Item 3 – Executive Session

The Board exited executive session at 8:42 p.m.

MOTION: Mr. Ramsey moved to adjourn the meeting. Mrs. Tomai seconded. Vote: 6 ayes Motion passes.

Item 4 – Adjournment

The meeting adjourned at 8:43 p.m.

Respectfully submitted:

Donald Ramsey
Secretary